

THIS SESSION IS BEING RECORDED



Manager and Mentor Workshop: Year 2

Digital and Technology Solutions Professional



Welcome and introductions



Dr Ernest Edifor

DTS Programme Director

Kathy Kord

Skills Coach

Thomas Latimer

Digital Programme Manager

Hayley Cooney

Apprenticeship Development Manager

Irfan Mulla

Technology Enhanced Learning Manager

Agenda

- Meet the team
- Degree Apprenticeships at Manchester Met
- The Apprenticeship Standard
- Programme Overview and Structure
- Support for Apprentices
- Off the Job Training
- Role of Line Manager/Mentor
- Systems and Engagement
- Q&A

Degree Apprenticeships at Manchester Met

Welcome to Manchester Met

We have been proudly driving progress through excellent education and impactful research for 200 years.

- One of the largest, most popular and diverse universities in the UK, with over 43,000 students and 5,100 staff
- Nationally recognised as leaders in the field, regularly invited to present at national conferences, to advise other universities and the Department for Education
- Global interest, advising other countries including New Zealand, Spain, Canada and Australia



Digital degree apprentices at York University, Toronto, with Jane Goodyer, Dean of Lassonde School of Engineering

Specialist university for degree apprenticeships



The leading university provider of degree apprenticeships in the UK.

- Ofsted outstanding 2019, 2022 (first under the new framework)
- Top University Provider [RateMyApprenticeship](#) 2019-23
- University Provider of the Year [Multicultural Apprenticeship Awards](#) 2022, 2023
- Nurse Education Provider of the Year (Post-registration) [Student Nursing Times Awards](#)
- Team Prize for Excellence in Higher Education [Royal Society of Chemistry](#) 2024
- National Exemplar status for DA delivery [Small Business Charter](#)
- Provider of the year [North-West Apprenticeship Awards](#) 2023
- Digital and Health Care Provider of the Year [AAC Awards](#) 2023
- DfE 'Expert Provider' status (one of only two universities)
- Rated 'Excellent' by employers and apprentices [gov.uk](#)
- Triple Accreditation Manchester Met Business School [AACSB](#), [AMBA](#), [EQUIS](#)
- 90% NSS, 100% above benchmark [TEF](#)
- 77% overall achievement, 81% merits and distinctions



Ofsted Outstanding 2022

For Degree Apprenticeships

We have received two consecutive overall Ofsted **Outstanding** ratings (the first, in 2018, under the previous framework).

Highlights include:

- ★ Quality of **teaching** and **academic support**
- ★ The **inclusive** and **respectful** learning environment
- ★ Highly effective **careers advice** and guidance



[WATCH THE VIDEO](#)

[READ THE REPORT](#)



This rating clearly demonstrates that we deliver programmes of exceptional quality at scale. Our apprenticeships are designed in close partnership with employers. This ensures they meet their workforce needs, while developing every student to achieve their potential and advance in their career of choice.



Liz Gorb | Director of Apprenticeships

Where it all began

2014

- Digital Economy Minister launched degree apprenticeships
- Digital and Tech Solutions Trailblazer Group formed by the Tech Partnership. Manchester Met was a founder member
- Manchester Met: 40 level 3 Legal Services Apprenticeships and level 5 Chemical Science
- Engaging with approx. 12 employers
- Started apprenticeship open evenings



2015

- 60 Digital and Technology degree apprentices
- Engaging with 22 employers



Where are we now

2024
(3,300 apprentices)



Digital:

- Creative Digital Design Degree Apprenticeship
- Digital and Technology Solutions Degree & Masters Apprenticeships
- Digital Marketing Degree Apprenticeship
- Digital User Experience Professional Degree Apprenticeship

Leadership and management:

- Chartered Manager Degree Apprenticeship – 2.5 and 4 years
- Chartered Manager Degree Apprenticeship in Health and Social Care
- Corporate Responsibility and Sustainability Practitioner Apprenticeship
- Senior Leader PgDip Apprenticeship
- Senior People Professional PgDip Apprenticeship

Science

- Healthcare Scientist Degree Apprenticeship
- Laboratory Scientist Degree Apprenticeship – Chemical and Bioscience

Health and care

- Advanced Clinical Practitioner Masters Apprenticeship
- District Nurse PgDip Apprenticeship
- Social Work Degree Apprenticeship
- Specialist Community Public Health Nurse PgDip Apprenticeship



DT56 2023



CDP 2023



Nursing 2023

Force for Impact

Key findings



Addressing **skills gaps and adding substantial value** to businesses



Boosting **economic growth**



Empowering **SMEs to grow**



Fostering **equality and diversity** in the workplace



Creating **jobs and giving young people access to professional careers**



Helping **people from disadvantaged backgrounds** succeed



Fast-tracking many into **well paid careers**

150+ apprentices recognised at regional and national awards



Amaya Beale, PPS
Degree Apprentice of the Year
West Yorkshire Apprenticeship
Awards 2024



Shaun Everitt, NHS
Degree Apprentice + Health & Public
Service Apprentice of the Year
Lancashire App. Awards 2024



Estelle Le Galliot, NHS
BBC Making a Difference
Awards 2022 for work with
cancer



Rudy De-Beck Nkansah-Adjei
Odeon Cinemas Group Ltd
BAME Apprentice of the Year
'21



**Kasia Gierek, Italmatch
Chemicals**
Silver medal
WorldSkills UK 2023



Harriet Bean, BASF
Engineering Apprentice Rising
Star
Manufacturing Awards 2023



Abby Whitnall, GSK
Chemical Sciences Apprentice
of the Year 2022



Howard Jackson, IBM
Rising Star, National
Apprenticeship Awards 2021

Some of our 600 employer partners



accenture



ARUP

ASDA



ODEON



SIEMENS

TalkTalk



The MMU Apprenticeship Team



— Line management
 Operational management/coordination



Dr Ernest Edifor
 Director of DTS



Elizabeth Gorb MBE
 Director of Apprenticeships



Hayley Cooney
 Apprenticeships
 Development Manager



David Longworth
 Apprenticeships
 Development Advisor



Tom Latimer
 Programme Manager

Programme Leaders



Dr Kris Welsh
 SE & MF



Dr Muhammad Fayyaz
 ITC



Dr Lewis Evans
 Year 1



Dr Anthony Kleerekoper
 DA



Dr Nigel Houlden
 CS

Digital Skills Coaches



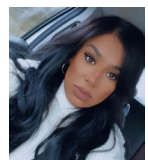
Kathy Kord
 (Senior S.C)



Tracy Thompson
 (Senior SC)



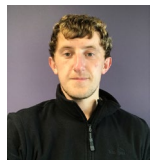
David Peters



Sanaa Limbada



Jenny Reeve



Jay Hibbert



James Webster-Gardiner



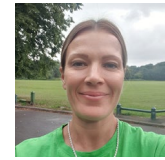
Phil Gailey



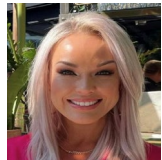
Dr Paul Flanagan



Andrew Charlton



Ellie Creswell

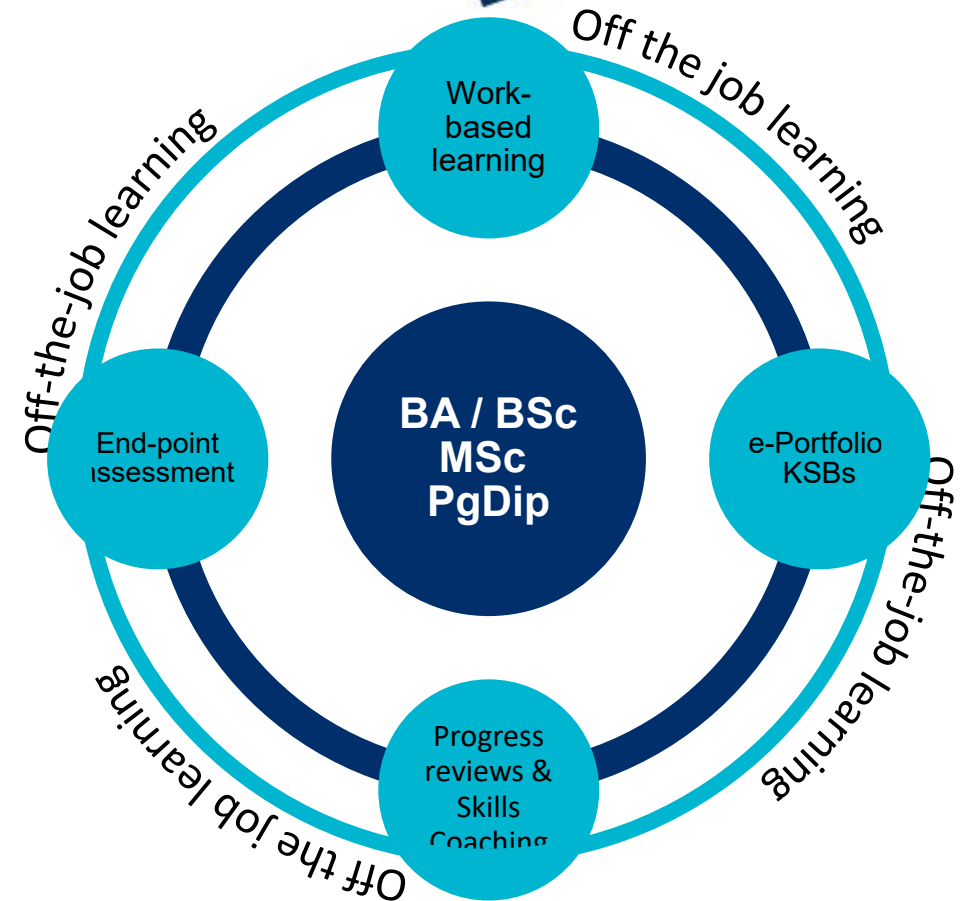


Caithy Walker

The Apprenticeship Standard

What is a degree apprenticeship?

- A job with training, like any other apprenticeship
- Training delivered via a combination of university study and work-based learning
- Equips participants with the Knowledge, Skills and Behaviours required for a particular role
- Defined by groups of employers and educators
- Delivery designed to align with full-time work
- Allowance to engage with learning during working hours
- Apprentices do not pay any fees
- Covered by the apprenticeship levy



THE APPRENTICESHIP STANDARD: WHY IS IT IMPORTANT?



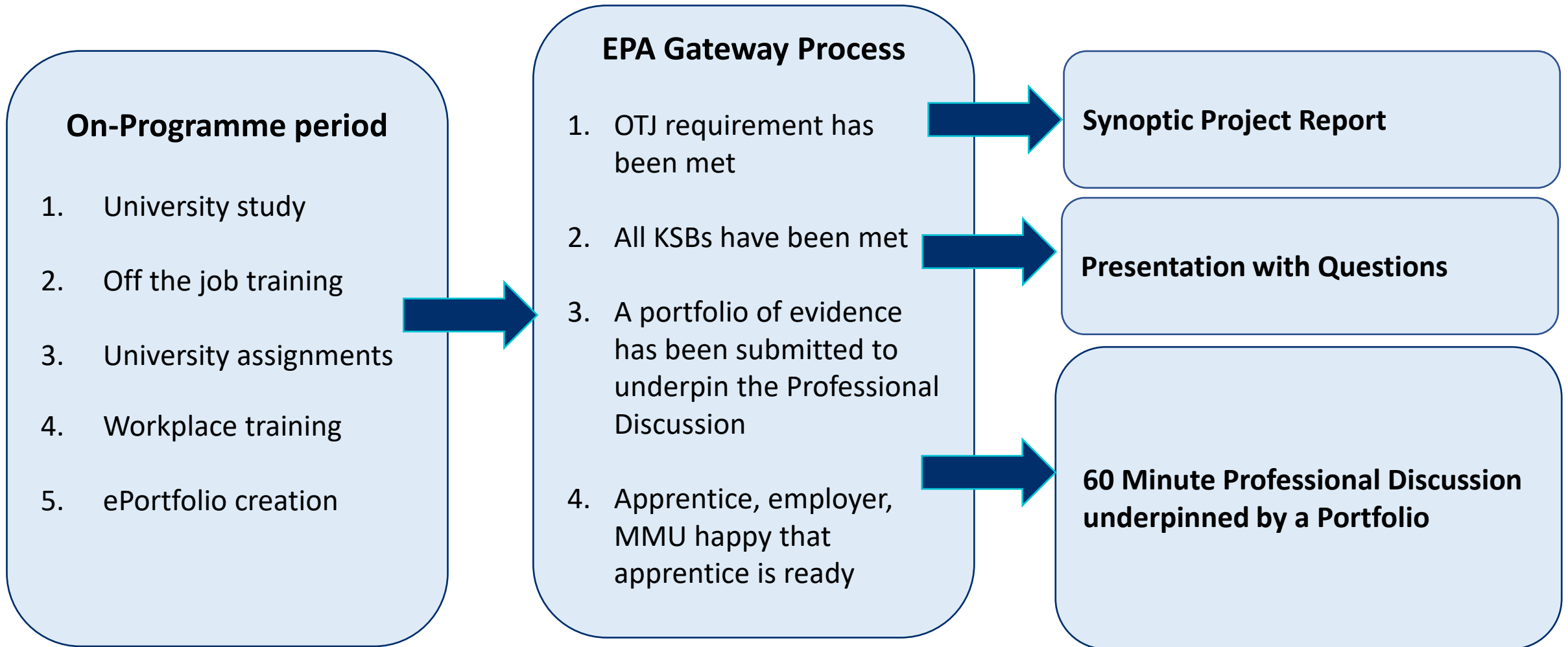
- As a line manager/mentor, it is crucial that you are aware of the **knowledge, skills and behaviours (KSBs)** within the apprenticeship standard for a number of reasons:
 - You will need to help create opportunities for apprentices to develop KSBs, and to recognise how workplace activities correlate to knowledge, skills or behaviours.
 - Students will need to collect evidence of their KSB development, and you can help ensure that the evidence is relevant and compliant with your company confidentiality policies
 - You will need to sign off gateway forms at the end of the programme, confirming that apprentices have been working at or above the level of occupational standard
- Become familiar with the Digital and Technology Solutions Professional apprenticeship standard [here](#)

End Point Assessment (EPA)

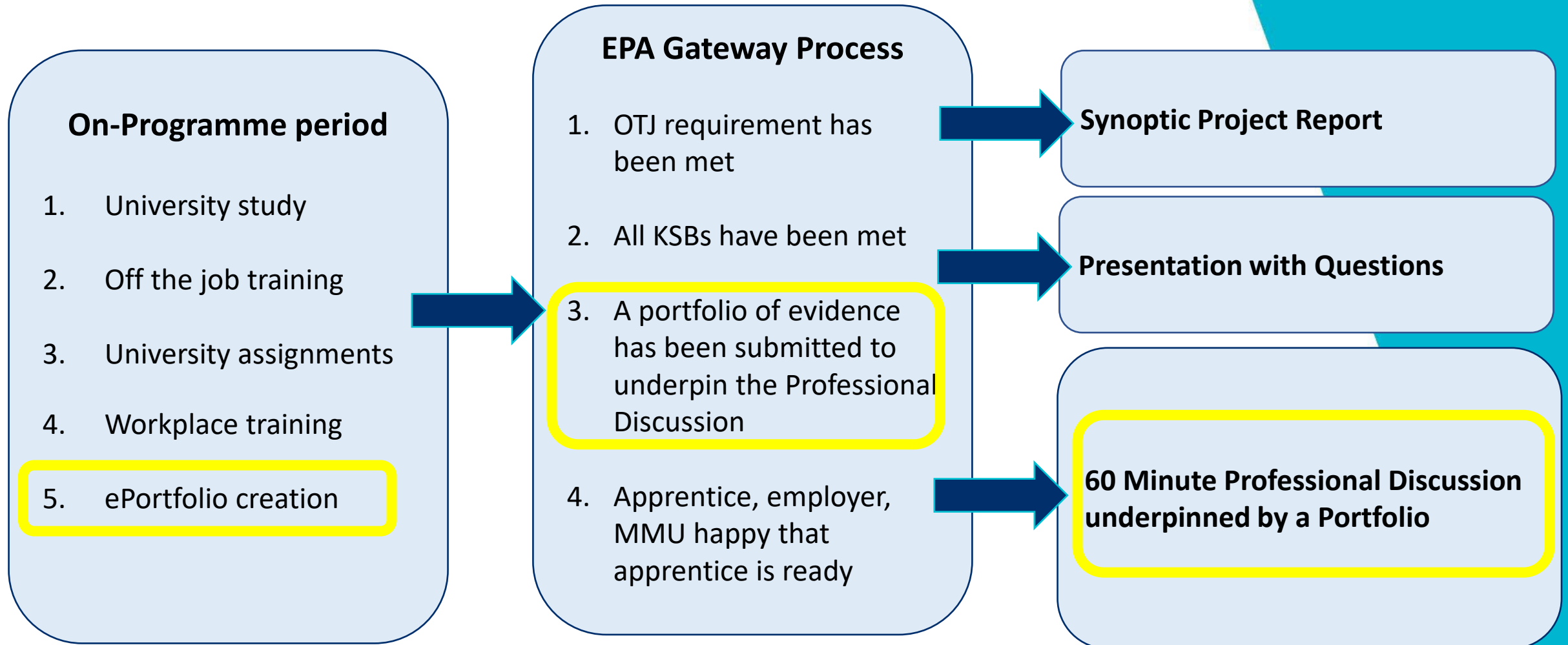


- The EPA is the final stage of the Apprenticeship for your apprentice
- This is an impartial assessment of whether the Apprentice has developed the Knowledge, Skills and Behaviours outlined in the Apprenticeship Standard for DTS L6
- This assessment is made by an Independent Assessor
- You will have an important role to play in helping your apprentice to develop these KSBs in the workplace
- Please note that the new EPA for DTS L6 is different to the EPA that previous Apprentices have completed/will be completing on the older DTS Standard

Your Apprentice's Journey to End Point Assessment



Supporting EPA readiness in 2027



Overall EPA Grading

- Performance in the EPA determines the overall grade of:
 - Fail
 - Pass
 - Merit
 - Distinction

Project Report with Presentation	Professional Discussion Underpinned by Portfolio	Overall Grading
Fail	Any Grade	Fail
Any Grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Merit
Distinction	Pass	Merit
Distinction	Distinction	Distinction

A Professional Discussion: What is it?



- In the professional discussion, an Independent Assessor and Apprentice will have a formal two-way conversation
- This conversation will give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method
- Within the professional discussion *'the Apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence'*
- Your assessor will be given access to the apprentices' ePortfolio to review their evidence and supporting documentation 2 weeks before the assessment

Professional Discussion Themes

‘The Professional Discussion must be structured to give the Apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade’

‘The purpose of the independent assessor’s questions will be to explore the following topics and themes’

THEME A: Underlying Principles

THEME B: Technical Solutions

THEME C: Innovation & Response

THEME D: Legal, Ethics & Landscape

THEME E: Core Concepts

THEME F: Leading and Working Together

Professional Discussions Portfolio Trackers



Some KSBs are suggested per year based on the KSBs covered via the academic units, but once the pathways have been chosen during the 2nd Academic year, apprentices are encouraged to holistically collect evidence from the full range of their pathway KSBs.

The pathway specific tracker documents can help to monitor the mapping of each evidence to the KSBs and identify gaps in preparation for their Professional Discussion.

DIGITAL TECHNOLOGY SOLUTIONS PROFESSIONAL – PORTFOLIO TRACKER	APPRENTICE NAME.....
SOFTWARE ENGINEERING PATHWAY	

THEME	KSB	ROE Number	Evidence											
			1	2	3	4	5	6	7	8	9	10		
		Evidence Title	Project X	Task Y	Dashboard Z									
A	Core Concepts	K6	Explain the approaches and techniques used throughout the digital and technology solution lifecycle and their applicability to an organisation's standards and pre-existing tools											
		K7	Review the roles, functions and activities within digital technology solutions within an organisation.	x										
		K11	Critically evaluate the nature and scope of common vulnerabilities in digital and technology solutions. For example, the risks of unsecure coding and unprotected networks.		x									
		K12 K14	Explain the role of data gathering, data management, and data analysis											
		K16	Describe the fundamental computer networking concepts in relation to digital and technology solutions. For example, structure, cloud architecture, components, quality of service.	x										

[Let's take a look at the full document on Moodle](#)

Preparation: Reflection on Evidence (ROE)

Digital Technology Solutions Year 1 Reflection on Evidence

Description of Evidence Provided: *Brief description of how this evidence demonstrates your competency in this area of the standard.*

The full list of year 1 KSBs is provided at the end of this document. Please copy and paste the codes and their associated descriptions to the table below.

Please number all of your evidence separately.

Knowledge Code/s covered by this evidence	Knowledge Description covered by this evidence
e.g. K7	e.g. The roles, functions and activities within digital technology solutions within an organisation.
Skill Code/s covered by this evidence	Skill Description covered by this evidence
Behaviour Code/s covered by this evidence	Behaviour Description covered by this evidence

[Let's take a look at the full document on Moodle](#)

EPA Preparation: Your Role



- We will be running sessions on the KSB targets for Year 1 Apprentices within Induction
- We will be asking that your Apprentice meets with you after Induction to discuss targets and to identify opportunities for KSB development
- Discussing KSB target with your Apprentice prior to the review meetings can help to set SMART and developmental targets to prepare for the Gateway
- Suggesting and monitoring evidence that your Apprentices can use as part of their Portfolio of Evidence
- These targets and the Professional Discussions Portfolio trackers will be discussed in the review meetings with your Apprentice and their Skills Coach
- We will set Apprentice's new targets each year so that they have a rich and varied portfolio of evidence for their End Point Assessment
- These KSBs must be met by Year 4 and so we want to encourage Apprentices to log evidence/examples throughout their journey

Possible Examples of Evidence



Programme Overview and Structure

DIGITAL & TECHNOLOGY SOLUTIONS PROFESSIONAL

Qualification: BSc Digital & Technology Solutions and L6 Digital and Technology Solutions Professional Apprenticeship

Tech Industry Gold accredited

Date: 16th September 2024 **Duration:** 48 months

Delivery Model: Day Release during the academic year





Specialisms: IT Consultancy, Software Engineering, Data Analytics & Cyber Security, Software Engineering

Format:

- Assessments: essays, reports, group work, presentations, exams, in-class tests, portfolios and projects – lots of support with all of them
- Combination of lab sessions, lectures and tutorials
- One project-based unit relevant to the employer
- Final Portfolio





PROGRAMME STRUCTURE: SOFTWARE ENGINEER



	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	Introduction to Programming Using Java, JavaScript, Python, C# to solve simple programming problems. Design, implementation, testing, and evaluation.  15 CREDITS	Digital Technology in Organisations & Society Critically evaluate the impact of digital technology on business and society. Analyse the impact of digital technology on business and legal systems.  15 CREDITS	Introduction to Business Systems Role of information systems in business. Analyse the role of information systems in business. Develop suitable solutions.  30 CREDITS	Database Fundamentals Construction and usage of relational databases in an industrial context.  15 CREDITS	DTSP Professional Development Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	IT Project Management Software systems: analysis, modelling, specification, design, implementation, testing and maintenance. 30 CREDITS	Computer Networks and Security Architecture of wired/wireless networks, structure of the internet, security. 15 CREDITS	Introduction to Web Development Client-side web development. Design and create standards-based, accessible websites. 15 CREDITS	Advanced Programming Document/test existing code, creating applications using a variety of libraries, tools, design patterns and techniques. 30 CREDITS	DTSP Professional Development Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	Full Stack Web Development Client-side and server-side web development languages, platforms, tools and tech. 15 CREDITS	Software Design and Architecture Study standard architectures and designs to solve software problems. 30 CREDITS	Operating Systems Theory, practice, structure and organisation of computational operating systems. Study of associated problems. 15 CREDITS	Enterprise Programming Build enterprise-level applications using programming techniques. 30 CREDITS	DTSP Professional Development Pathway-specific masterclass
YEAR 4	Software Testing & Quality Assurance Contemporary software verification and testing tools and techniques. 30 CREDITS	Synoptic Project A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. 30 CREDITS	Reflective Practice for Digital and Technology Professionals Evidence of meeting knowledge, skills and behaviours. 30 CREDITS	Level 4 Level 5 Level 6	





PROGRAMME STRUCTURE: DATA ANALYST



	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	Introduction to Programming Using Java and Python to solve simple problems. Design, implement, test and debug.  30 CREDITS	Digital Technology in Organisations & Society Critically evaluate the impact of digital technology on business and legal communities.  15 CREDITS	Introduction to Business Systems Role of information systems in business. Analyse business processes, develop suitable solutions.  30 CREDITS	Database Fundamentals Construction and usage of relational databases in an industrial context.  15 CREDITS	DTSP Professional Development Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	IT Project Management Software systems: analysis, modelling, specification, design, implementation, testing and maintenance. 30 CREDITS	Computer Networks and Security Architecture of wired/wireless networks, structure of the internet, security. 15 CREDITS	Data Visualisation and Dashboard Design Basics of visual perception and understand how design decisions impact perception. 15 CREDITS	Maths for Data Science Fundamental maths of data science and analytics. 30 CREDITS	DTSP Professional Development Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	Advanced Relational Databases Advanced SQL including non-table structures and using advanced concepts in queries. 15 CREDITS	Python for Data Science Use of packages like pandas, numpy, scipy, etc. Use real-world data sets to apply data wrangling and cleaning. 30 CREDITS	Data Science Ethics Ethical and legal issues including GDPR. Ethical issues when gathering, storing and analysing data, bias, etc. 15 CREDITS	Machine Learning Types of problems and algorithms. Apply algorithms with Python. Learn techniques such as feature selection. 30 CREDITS	DTSP Professional Development Pathway-specific masterclass
YEAR 4	Unstructured Data Techniques for handling and learning from unstructured data. Non-relational models and database management. 30 CREDITS	Synoptic Project A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. 30 CREDITS	Reflective Practice for Digital and Technology Professionals Evidence of meeting knowledge, skills and behaviours. 30 CREDITS	Level 4 Level 5 Level 6	





PROGRAMME STRUCTURE: CYBER SECURITY



	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3
YEAR 1	Introduction to Programming Using Java to solve simple problems. Design, implementation, test.  30 CREDITS	Database Fundamentals Construction and usage of relational databases in an industrial system.  15 CREDITS	Introduction to Business Systems Role of information systems in business. Analyse requirements, develop suitable solutions.  30 CREDITS	Digital Technology in Organisations & Society Critically analyse the impact of digital technologies on business and society.  15 CREDITS	DTSP Professional Development Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.
YEAR 2	IT Project Management Software systems: analysis, modelling, specification, design, implementation, testing and maintenance. 30 CREDITS	Computer Networks and Security Architecture of wired/wireless networks, structure of the internet, security. 15 CREDITS	Security Fundamentals Core concepts of computer security inc. cryptography, malware, hacking, basic attacks and mitigations. 15 CREDITS	Penetration Testing and Vulnerability Process of a penetration test inc. designing and setting scope to resolve vulnerabilities. 30 CREDITS	DTSP Professional Development Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.
YEAR 3	Advanced Networks Theoretical and practical operation of computer networks. 15 CREDITS	Security Governance, Policy and Audit Critical aspects of cyber security including ethics, legislation and policy. 30 CREDITS	Incidence Response Monitor servers and respond to data attacks and data breaches. Techniques for detecting network-based intrusions. 15 CREDITS	Applied Cryptography & Information Security Understanding cryptography and how this is applied to information security. 30 CREDITS	DTSP Professional Development Pathway-specific masterclass
YEAR 4	Emerging Issues in Security, Privacy and Forensics Technical and societal issues posed by emerging technology. 30 CREDITS	Synoptic Project A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. 30 CREDITS	Reflective Practice for Digital and Technology Professionals Evidence of meeting knowledge, skills and behaviours. 30 CREDITS	Level 4 Level 5 Level 6	

PROGRAMME STRUCTURE: IT CONSULTANCY



	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3		
YEAR 1	Database Fundamentals Construction and usage of relational databases in an industrial system  30 CREDITS	Digital Technology in Organisations & Society Critically evaluate the impact of technology on business and communities and legal  15 CREDITS	Introduction to Programming Using Java to solve simple design, implementation, test  30 CREDITS	Introduction to Business Systems Role of information systems in business. Analyse requirements, develop suitable solutions  20 CREDITS	DTSP Professional Development Core masterclass/enrichment activities – talks from alumni, carbon literacy, EDI, PREVENT, careers, etc.		
YEAR 2	IT Project Management Software systems: analysis, modelling, specification, design, implementation, testing and maintenance 30 CREDITS	Computer Networks and Security Architecture of wired/wireless networks, structure of the internet, security 15 CREDITS	Emerging Technologies Analyse emerging trends and developments. How technology impacts organisations and their stakeholders 15 CREDITS	Customer Lifecycle Management Importance of CRM. Improving business performance using digital technologies 30 CREDITS		DTSP Professional Development Core masterclass/certification – AWS Cloud Practitioner Essentials, Green Software, etc.	
YEAR 3	Operations Management Critical evaluation of the impact of organisational strategy on goals and performance 15 CREDITS	Business Analytics Tools/techniques for modelling, analysing, evaluating and solving business problems to enhance business performance 30 CREDITS	Technology Ethics Promote reflection and analysis of ethical questions around the development, adoption and use of IT 15 CREDITS	IT Consultancy Principals of management consultancy with a focus on information systems projects 30 CREDITS			DTSP Professional Development Pathway-specific masterclass
YEAR 4	Strategic Information Systems Evaluate organisational need for information systems to improve performance 30 CREDITS	Synoptic Project A work-based project demonstrating the knowledge and understanding of digital and technology strategies and their application within the apprentice's organisation. 30 CREDITS	Reflective Practice for Digital and Technology Professionals Evidence of meeting knowledge, skills and behaviours 30 CREDITS	Level 4 Level 5 Level 6			

Second Year: Trimester 1 - Core

IT Project Management (30)

Overview: This unit examines the management of technology projects, looking in depth at the various processes which constitute technology development lifecycles. You will learn how the analysis, modelling, specification, design, implementation, testing, and maintenance of systems are commonly shaped into specialised project management methodologies.

Assessment: 2 Portfolio assessments (50% each): Students will develop a solution to a relevant business challenge related to a specific case study.

Computer Networks and Security (15)

Overview: This unit introduces the core principles underpinning the design of both internal corporate computer networks and the wider internet. You will study the architecture of wired and wireless computer networks, how network traffic is directed from its source to its destination, and how the internet is structured and managed. You will also learn the core principles of computer security including common risks and threats, along with ways to mitigate them.

Assessment: 100% Report - Students will be asked to design a suitable network topology, discuss applicable security threats and vulnerabilities, and suggest suitable mitigation.

Second Year: Trimester 2 – Software Engineers



Advanced Programming (30 credits)

Overview: This unit tasks you with working on industry-inspired problems involving the creation of moderately complex software solutions. You will gain practical experience of documenting and testing existing code, as well as creating applications using a variety of libraries, tools, design patterns and techniques.

Assessment: Digital artefact - A programming coursework assignment where students will be asked to design, develop and test a software solution to meet an industrially inspired specification that demands a range of the skills and techniques taught on the unit.

Introduction to Web Development (15 credits)

Overview: The unit provides a robust introduction to client-side web development. You will design and create semantic, standards-based, accessible and valid websites using industry standard technologies.

Assessment: Software artefact - A Website will be created along with a write-up from both a user and a technical perspective.

Second Year: Trimester 2 – Mainframe

Mainframe Application Servers (30 credits)

Overview: In this unit, you will learn how mainframe application servers can be used to create interactive online applications. You will design and create applications for terminal or web-based interactions and configure the application server to deploy your applications.

Assessment: Software artefact - Design, implement, test, and document an interactive application that runs through a mainframe application server to satisfy the requirements for a real-world (type) problem.

Introduction to Web Development (15 credits)

Overview: The unit provides a robust introduction to client-side web development. You will design and create semantic, standards-based, accessible and valid websites using industry standard technologies.

Assessment: Software artefact - A Website will be created along with a write-up from both a user and a technical perspective.

Second Year: Trimester 2 – Cyber Security

Penetration Testing and Vulnerability (30 credits)

Overview: This unit will introduce students to the process of a penetration test from designing the test and setting the initial scope to resolving vulnerabilities and developing mitigation strategies.

Assessment: Portfolio - Students create a vulnerability management strategy. This document will explain how vulnerabilities within their organisation could be identified, triaged, fixed and verified, in a timely and efficient manner.

Security Fundamentals (15 credits)

Overview: Introduction to the core concepts of computer security including cryptography, malware, hacking, security considerations for different environments, basic attacks and mitigations using industry standard tools.

Assessment: Blog (50%) - Create a blog post for an CISO audience on LinkedIn introducing a security precaution that they could adopt in their organisation, with a particular focus on the technical, legal, ethical and organisational issues.

Article (50%) - Write a tutorial explaining for a professional audience how to use a security tool and in which contexts this security tool should be used and what outcomes it achieves for the security professional using it.

Second Year: Trimester 2 – Data Analysts



Maths for Data Science (30 credits)

Overview: This unit teaches students the fundamental Maths of data science and analytics (including descriptive statistics; inferential statistics and hypothesis testing; basic probability; linear algebra; vectors and matrices)

Assessment: Examination - Students will answer a set number of questions

Data Visualisation and Dashboard Design (15 credits)

Overview: This unit introduces students to the basics of data visualisation and the design of data dashboards. Students will learn the basics of human visual perception and understand how design decisions can impact on the perception of data. They will practice producing data visualisations and dashboards for realistic scenarios using industry standard tools.

Assessment: Portfolio - Students will create a data dashboard for a realistic scenario and explain and justify their design decisions

Second Year: Trimester 2 – IT Consultants

Customer Lifecycle Management (30 credits)

Overview: Examine the principles and practices of acquiring, converting, and retaining customers to improve business performance. Consider the strategic roles for CRM: marketing strategy, sales, and customer service. Understand the importance of customer lifetime value and provide a critical perspective of marketing by examining ethical marketing issues.

Assessment: A portfolio that contains a report that explains and justifies the design of a customer relationship process utilising a customer loyalty programme and the creation of a web presence.

Emerging Technologies (15 credits)

Overview: As the technologies enter the Fourth Industrial Revolution (4IR), businesses wanting to succeed in the competitive global market must engage with emerging digital technologies. In this unit, students will learn to analyse emerging trends and developments. There will be a strong focus on the elements of Human Factors and how these technologies impact organisations and their stakeholders.

Assessment: 3,000-word Report.

Degree classifications

Classification	Percentage
1st	70% and above
2:1	60%
2:2	50%
3 rd	40%
Fail	Below 40%

Unit level	Final classification weightings	
	<i>Either</i>	<i>Or</i>
4	(Note: must pass and progress all level 4 units)	
5	25%	
6	75%	100%



Support for Apprentices

Safeguarding apprentices

Manchester Metropolitan has a duty of care to safeguard ALL apprentices:

- We have robust safeguarding procedures in place to protect our apprentices.
- Our staff are regularly trained on how to identify, support and deal with safeguarding concerns.
- Employers must be aware of how to keep their apprentices safe, please familiarise yourselves with our Safeguarding Apprentices handbook on our [employer resources pages](#)



Support with:

- Well-being and mental health issues
- Physical health, including long term illness
- Sexual harassment and sexual misconduct
- Online safety
- Domestic abuse
- Bullying in the workplace
- Misuse of substances

Skills coach support

- Each apprentice is assigned a dedicated Skills Coach who conducts quarterly tripartite reviews with their apprentice and their line manager to monitor progress and set workplace and KSB related targets
- Line Manager attendance at reviews is an ESFA requirement
- Point of contact for apprentice and line manager
- Pastoral support and guidance
- Support and preparation for end-point assessment
- Support the development of the apprentice's portfolio
- Lead professional development and skills workshops



Support at Manchester Met



Disability Advisers

- Assess student need
- Draw up appropriate personal learning plans
- Facilitate applications for Disabled Students' Allowances
- Work with academic depts. to ensure support requirements are met



Academic and Study Skills Tutors

- One-to-one study skills support
- Academic and study skills workshops/webinars/online support
- Bespoke, in-curricular sessions for programmes
- Support for students with specific learning difficulties



Student Experience Officers

Support the development of learning communities by:

- Organising induction activities
- Helping with student societies
- Developing/maintaining peer mentoring and social media platforms
- Promoting student surveys



Student Wellbeing Advisers

- Professional wellbeing support for students with low to moderate mental health and anxiety issues
- A triage service to identify students who need specialist support
- A proactive approach to wellbeing
- Support for students with specific learning difficulties



Student Hub Services Student Advisors

Non-academic related queries including:

- Student finance queries
- Exceptional factors claims support
- Support for student engagement
- Personal emergency evacuation plans
- Referral to specialist services



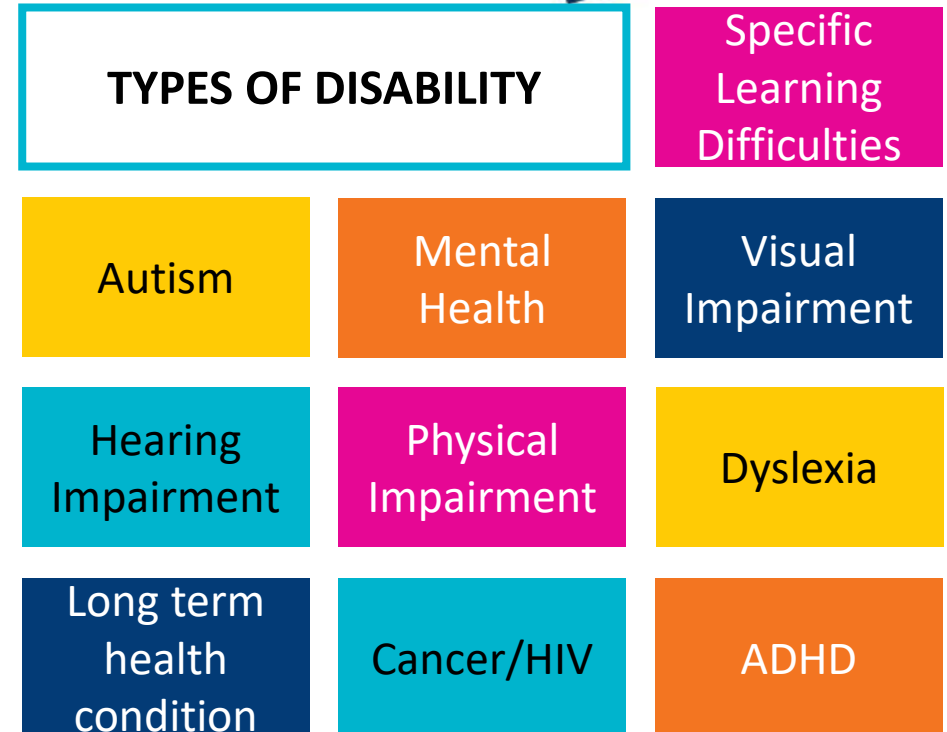
Counsellors and Mental Health Advisers

- One-to-one and group-based counselling
- Management of students with high risk and complex mental health conditions
- Liaison with NHS and other external therapeutic providers

Disability Support

Support available for **apprenticeship students with a disability:**

- **Personal Learning Plan** documenting any adjustments you need in exams and assessments
- **Funded support available** for equipment, assistive software and additional 1:1 support whilst at university
- **Free screenings** for dyslexia and specific learning difficulties



Academic Study Skills

Study Skills Workshops - examples include:

- Critical Writing
- Preparing for Exams
- Note Taking
- Referencing
- Time Management
- Finding Academic Resources
- Reflective Writing

Writing Feedback - individual support on assignment structures

Numeracy Support

Short Courses:

- The Writing Project
- The Critically Project
- Essentials for Post Graduate Study



Apprenticeship networks



Association of Apprentices

AoA works with UK apprentices and organisations to enhance the apprentice experience. They provide a community of likeminded peers, improve the pathway to completion for current apprentices and support development opportunities for recently completed learners.

The Black Apprenticeship Network

This network aims to create an apprenticeship community for current and aspiring Black apprentices. Connect and share their experiences, go to fun, productive events and create new, meaningful, long-lasting connections.

Disabled Apprenticeship Network

Brings together current and recently completed disabled apprentices, creating a friendly forum for apprentices to share experiences and offer views and proposals on what could improve apprenticeships for disabled people.

BAME Apprenticeship Network

Designed to support all aspiring, current and graduated apprentices through mentoring, workshops and peer-to-peer networking. The network aims to change the landscape of apprenticeships for diverse communities.

Off-the-Job Training

What is off-the-job training?

The Education and Skills Funding Agency has determined any apprentice must undertake at least 6 hours per week of off-the-job (OTJ) training during their apprenticeship.

OTJ is defined as:

“Training received by the Apprentice, during the Apprentice’s regular working hours, for the purposes of achieving their apprenticeship.”

“It needs to be directly relevant to the Apprenticeship Standard teaching new knowledge, skills and behaviours required to reach competence in the particular occupation.”



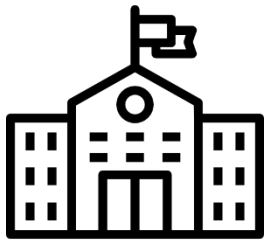
Can be delivered **flexibly**.
For example: as a part of each day,
one day per week, one week out
of five or as block release

What does off-the-job (OTJ) mean?

- Off-the-job training means undertaking a learning activity which is different from the apprentice's normal role.
- For the activity to be classed as off-the-job training, apprentices will need to develop skills or learn something new.
- The activity needs to be specifically linked to the Knowledge, Skills and Behaviours (KSBs) outlined in the apprenticeship standard.



Good examples of OTJ time



University
attendance



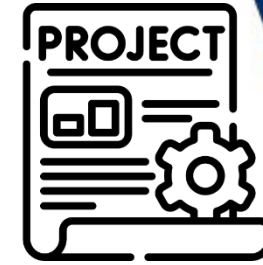
Online
learning/study



Completing
assignments



Reading and
research



Projects

RISE



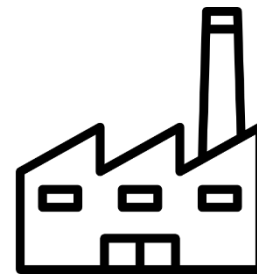
Shadowing and
mentoring



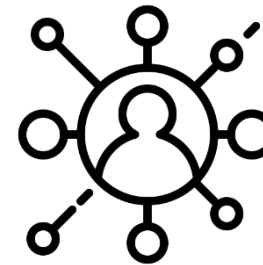
Relevant/
mandatory
training



Study skills



Industry visits



Outreach
activities

LinkedIn
Learning

Role of the Manager/Mentor Hints and Tips

Role of the manager

Managers have an important role to play in ensuring apprentices are supported and have the right environment to succeed on the apprenticeship programme.

Managers should:

- Provide experiences in line with the programme.
- Incorporate apprenticeship progression into any internal development plans.
- Secure protected time for the apprentice (avg 6hrs/week).
- Support the tripartite review process (attendance at reviews is a funding requirement).
- Help to balance workload (especially around back-to-back Units and deadlines).
- Support the completion of the end-point assessment.
- Where possible not approve annual leave during on campus time.

Above all, the Line Manager should be ready to expose the Apprentice to new experiences in the workplace that will allow them to put into practice and develop their newfound Knowledge, Skills and Behaviours.

The Tripartite Review

- Reviews are a triangulation between the apprentice, skills coach and manager.
- Reviews should take place every 3 months throughout the entirety of the apprenticeship - apprentice and manager **must** attend.
- The Skills Coach will complete a Review form and upload a copy for the manager and apprentice to sign, via the ePortfolio platform (SmartAssessor).
- Reviews can take place in person or more likely, on MS Teams.

The Tripartite Review Discussion

- **University progress** so far (attendance, Moodle, handbooks, grades, etc).
- What **progress** has the apprentice made and documented in **addressing KSB gaps**
- Agree **targets** for the ongoing **development of workplace skills and behaviours** and facilitate future development opportunities (eg shadowing, training etc).
- **Impact in the workplace:** Discussion with manager - what impact is the apprenticeship having?
- **Evidence** of development of KSBs and **support** for the EPA.
- **Six hours a week** as time off-the-job (OTJ) – *must be logged regularly*.

Role of the mentor

Some organisations also provide mentors to provide additional support.

If you're not able to provide a mentor, Line Managers will also be required to provide following support:

- Contextualisation theory and how it relates to the workplace
- Meet with the apprentice regularly (ideally fortnightly)
- Open doors and facilitate wider learning
- Observe and provide feedback on practice
- Understand the apprenticeship standard
- Support the completion of the end-point assessment



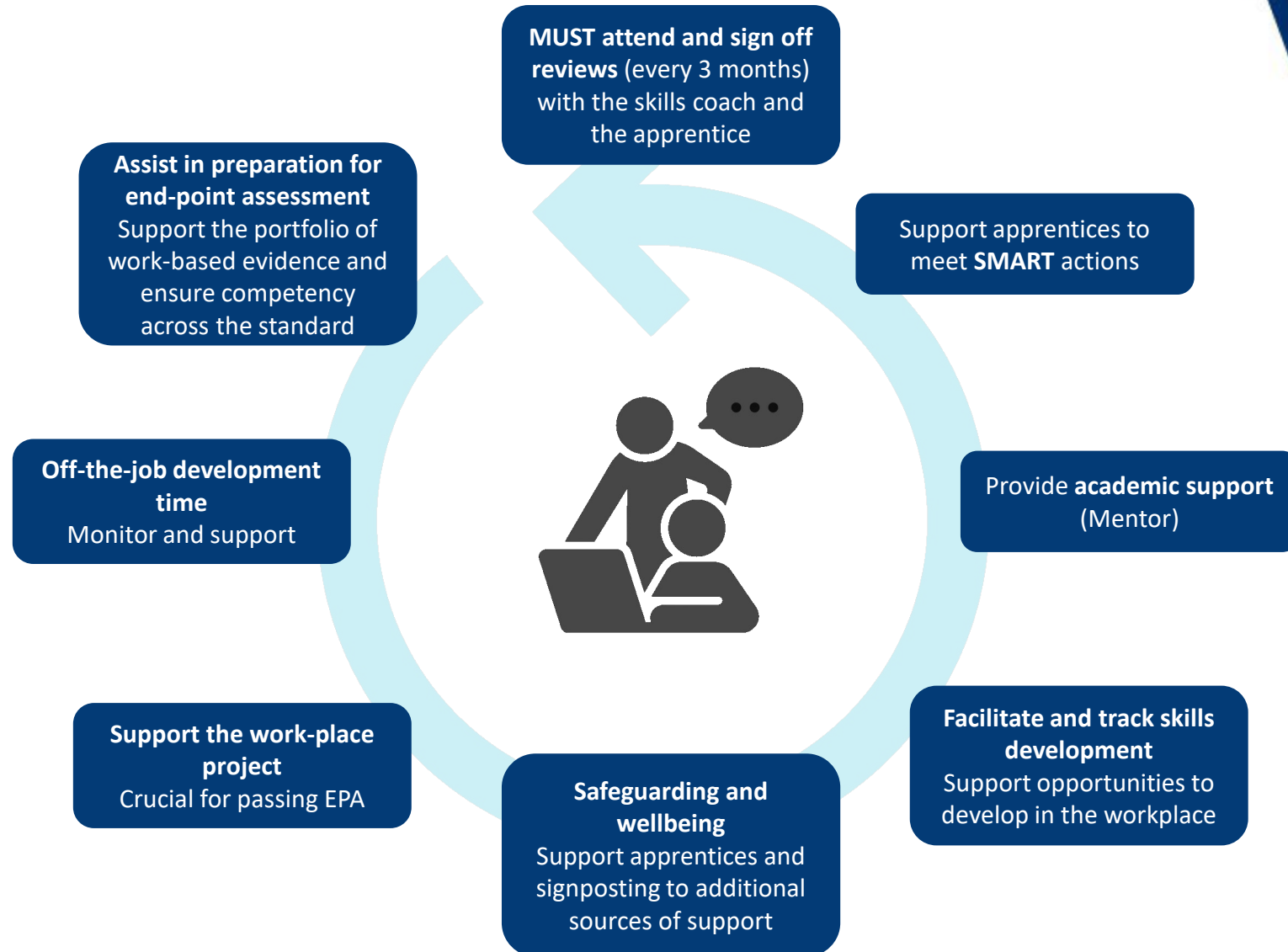
Hints and tips

- **Get comfortable with the Standards and KSBs**
- **Ensure good communication**
 - Arrange regular one-to-ones to monitor progress.
 - Make sure apprentices tell you when Reviews are scheduled and any deadlines they are working to.
 - Recognise pinch-points early and plan accordingly
- **Share your expertise**
 - Talk to them about shadowing and other work-based development opportunities.
 - Facilitate learning in other areas of the organisation.
- **Work hand-in-hand with Skills Coach**
 - Ensure your apprentice accesses the support available.

Hints and tips

- **Gathering portfolio evidence**
 - Help apprentices to gather as much evidence as possible as they go along. It can be reviewed at a later date.
 - Make this a regular feature of discussions.
- **Reviewing Evidence**
 - Does this Evidence showcase the apprentice's best vocational work and expertise?
 - Does the Evidence translate clearly?
 - Does the Evidence showcase their competence in the workplace applying specific Knowledge, Skills, or Behaviours from the Standards?

Manager/mentor role summary



Systems and Engagement

Attendance policy

- Apprentices are reminded that their time at University is a working day, for which they are paid, so we expect full attendance.
- Apprentices are asked to register their attendance at each *session* either via the card reader using their University ID card, or by signing a register.
- If apprentices are absent from University, they must log their absence and reason for this on our systems.
- They are reminded that this information will be shared with their employer.
- Wherever possible, please do not approve annual leave during University time - apprentices will miss a considerable amount of learning which they will need to catch up on.



Confidentiality in assessments

We take confidentiality very seriously.

- Standard declaration form that student puts on the front of assessment
- NDA is small number of cases
- Follow Company Policies Carefully

Line Managers must read through their apprentice's piece of work before submission to check that they have followed your organisations guidelines.



Systems and support



Moodle: Virtual Learning Environment

Timetables, unit specs, resources and reading materials, messaging function – academics and skills coach



Smart Assessor

Logging OTJ, progress reviews, skills scans, progress against KSBs, E-Portfolio

Technology Enhanced Learning (TEL) Team

telapprenticeship@mmu.ac.uk

Email and online support, 1:1 sessions

e-Portfolio

We use an e-Portfolio platform called Smartassessor.
smartassessor.co.uk

- Account details will be sent to your work email account from the Technology Enhanced Learning (TEL) team within two weeks of apprentices starting with instructions on how to log into the system.
- Multi-Factor Authentication (MFA) required to log into the system. This can be activated via Authenticator App or Email.

As Line Manager you can monitor the progress of your apprentices e-Portfolio:

- Evidence uploaded against the standard
- Off the Job Hours (OTJ) logged
- Skills Scan results
- View and sign off reviews

- Add the following emails to the safe senders list
 - noreply@smart-assessor.co.uk
 - identity@oneadvanced.com
- Guidance:
<https://www.mmu.ac.uk/study/apprenticeships/resources#ai-69812-3>
- Apprenticeships TEL Support Email:
telapprenticeship@mmu.ac.uk

Programme feedback and meetings

Student voice meetings

- Student reps for each cohort
- Meet termly with academic and programme lead
- Report themes back in EABs

Employer Advisory Boards (EABs)

- Meet two/three times per year
- Employer feedback around programme delivery and development
- Supported with student feedback
- Dates set at the beginning of the year, supporting information sent one month prior

Programme information

INFORMATION FOR EMPLOYERS OF DEGREE APPRENTICES



Welcome to Manchester Met's degree apprenticeship employer resources pages. You will find general information below, as well as links to course-specific documentation. We also have a dedicated brochure page. Please contact your Apprenticeship Development Manager, email apprenticeships-employer@mmu.ac.uk, or call (+44) 0161 247 3720 (9:00am - 4pm Monday to Friday) if you have any further questions.

KEY DOCUMENTS



COURSE-SPECIFIC RESOURCE PAGES



APPRENTICESHIP OFF-THE-JOB GUIDANCE



E-PORTFOLIO GUIDE AND HOW TO GAIN ACCESS



END-POINT ASSESSMENT (EPA)



SAFEGUARDING ADVICE



Useful links

[Employer resources pages](#)

[Line Manager and Mentor Guide 2024 \(mmu.ac.uk\)](https://www.mmu.ac.uk)

Good luck!

We're excited to follow your apprentices' journeys through to graduation.

